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ABSTRACT

After a review of selected literature on individualized instruction and writing courses, learning objectives and activities are presented for a course in English composition, incorporating four sequential units which students complete at their own rate and for which only pass, fail, or incomplete grades are assigned. The first of these units introduces the student to writing as self-expression, by requiring him/her to enter thoughts or experiences in a personal journal and to share and discuss journal entries with the instructor and the class. Unit II reinforces the basic mechanics of sentence structure, punctuation, and spelling. Unit III provides exercises in developing thoughts through paragraphs, and Unit IV examines thematic essay writing. For each unit the following are provided: (1) a rationale; (2) general objectives; (3) evaluation criteria and goals; (4) learning activities for the class, for individuals, and for small groups; (5) materials for the student, including instructions, self-checks, exercises and answer keys; and (6) a unit evaluation to be completed by the student. (JP)

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ENGLISH COMPOSITION: A COURSE DESIGN FOR INDIVIDUALIZED INSTRUCTION IN THE COMMUNITY COLLEGE

by

DEBRA F. GRIFFIN, B.S. in Ed., M.A.

A FIELD STUDY

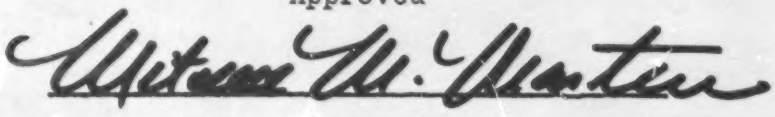
IN

COMMUNITY COLLEGE TEACHING

Submitted to the Coordinator of
Community College Programs
in Partial Fulfillment
of the Requirements
for the Degree
of

SPECIALIST IN COMMUNITY COLLEGE TEACHING

Approved



Program Coordinator

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Chapter 1

INTRODUCTION

Teachers have always struggled with the difficulties of instructing large groups of students with widely varying abilities. Public education has generally been satisfied with presenting material through lecture and close adherence to a textbook, taking credit for helping able students and shrugging the responsibility for those who lacked listening or reading skills. As a result, schools have flooded society with graduates who can not read, write, or make change. Parents blame the schools, teachers blame the parents and state funding, and students still fail to learn.

Demands have been made for more specialized and individualized instruction. Teachers have been told to take a personal interest in each student. Yet little effort has been made to reduce class loads so that teachers can individualize, and elementary and secondary schools remain trapped in a failure pattern.

The growth of the community college offers a better opportunity for individualized instruction.

Its basic philosophy includes the goal of meeting the student at his level and helping him grow. Even with a positive philosophy, the community college instructor may find it nearly impossible to prepare separate lessons for each student in his class. He needs, instead, a flexible course design which he and the student can adjust to particular needs. The purpose of this study is to outline objectives and activities for individual study in English composition. Activities for large classes and small study groups are also presented, so the course can be used in several different ways. Assignments can be adapted easily to different ability levels so students can complete the units at their own speed. Evaluation is based on completion of objectives. Time designations are not imposed since credit is awarded when the objectives are accomplished. Grades are not assigned; the student can receive a pass, fail, or incomplete credit, depending on his situation.

This course design is not meant to be a programed text, nor is it individualized in the sense that the student should try to complete all activities by himself. All learning requires feedback; learning to write requires a special encouragement and practice seldom found in the traditional classroom. The course is individualized in that it

provides a variety of activities and stresses an individual and close rapport between the student and the teacher. It is designed to lessen the fear of writing and to assure the student that what he has to say is worthwhile. Upon completion of the course, the student should be ready to enter a more advanced composition class concerning research papers, technical writing, and writing about literature. He should be able to write more clearly and fluently in his career. Most of all, he should feel more confident about his writing and himself.

The chapter reviewing pertinent literature serves as an overview of attitudes toward individual instruction and writing. The first part looks at works concerning non-traditional education; the second part looks at works concerning writing. The books surveyed are merely representative of the many efforts available.

Chapter 2

REVIEW OF LITERATURE

Many books have been written on trends in education. The three reviewed below are important works about individualized instruction. The English books reviewed are important as sources of activities and as inspirations for innovation.

Individualized Instruction

Accent on Learning by K. Patricia Cross emphasizes two needs for educating New Students: "instruction in the traditional curriculum must offer opportunities for mastery, and...opportunities for the development of excellence in work considered valuable by society." Like other works by Cross, this book is rich in research and its implications for the community college. Especially helpful are the chapters devoted to the background of individualized learning. The explanations of programed instruction, computer assisted instruction, computer-managed instruction, mastery learning, and self-paced modules are basic to understanding community college goals. Cross pleads for diversity in education and her book suggests accessible diversity.

A collection of essays edited by Dyckman W. Vermilye, Learner-Centered Reform raises many issues concerning changes in education. Problems of non-traditional education such as time requirements, funding, new faculty roles, and new teaching approaches are discussed in a frank, readable manner. The book suggests ways of implementing new ideas and hints of future developments.

Rita and Stuart Johnson have produced the ultimate in individual instruction--a programed manual on how to develop self-instruction packages. Entitled Toward Individualized Learning--A Developer's Guide to Self-Instruction, the book leads the reader through the process of writing and improving a unit. The authors also note two other important parts of the design: implementing and sharing individual units. As proof that their procedure works, the Johnsons include several complete self-instructional packages from various levels.

Composition Instruction

Writer's Workshop by Robert Frew, Richard Guches, and Robert Mchaffy is subtitled A Self-Paced Program for Composition Mastery. The book covers sentence structure, punctuation, paragraph and theme writing, and organizational methods. Pretests and practice posttests, as well as extensive samples and

exercises, are provided to complete a text adaptable to individual and classroom use. Because Writer's Workshop contains essentials of composition in an individualized format, it is cited as a basic text or reference for the following course design.

A more detailed but less adaptable text is A Programed Approach to Writing by Edward J. Gordon, Gary Burgard, and Prudence A.M. Young. The book does not cover grammar directly; the emphasis is on the topic sentence and the paragraph. Published in 1964, the work is an early effort in programed instruction, applicable for the student studying alone but rather limited for classroom use.

"Why Johnny Can't Write--An Indictment of 'English' Teaching" by Jane Raymond Walpole fulfills the promise of its title--it is an indictment of traditional English instruction. Walpole claims that schools continue to graduate semiliterates because English teachers lack the time, ability, and desire to teach writing. They are too busy teaching other aspects of English, particularly literature, and they have little training in teaching composition. The answer she suggests is simple: separate literature and composition. Until this solution is implemented, it is the community college which will have to teach writing. Walpole's article should make English teachers carefully consider their duties.

In "Minimum Standards for Composition Courses," John D. Douglass describes a program produced at Somerset Community College. Through careful planning, composition teachers established criteria for composition for all classes, not just English. They developed a unified evaluation procedure; they conducted weekly meetings to discuss problems. They also expanded tutoring sessions and allowed for student conferences. The article is important because it sets standards and shows how to apply them.

Leon Hymovitz describes writing as "self-disclosure" in his article, "Helping Adults Write Creatively." He mentions general guidelines for teaching composition to adults and lists several techniques which inspire writing for true expression. Hymovitz emphasizes writing as a way to allow students to "discover a way to talk, to be heard, and to lay bare the texture of their minds and spirits."

Ken Macrorie's Writing To Be Read is a book of examples and suggestions for writing with feeling. Macrorie devotes sections to free writing, keeping a journal, making reports interesting, writing about childhood, andsharpening language skills through imagery. The book is not a traditional text, but it is the epitome of the quality it stresses--readability.

English Skills for Technicians by Jack Block and Joe Labonville is written specifically for students entering occupations which require writing. Illustrations of writing instructions and reports are used. There are also chapters on grammar, oral reports, and getting a job. The book is very helpful to the teacher who needs a wide range of writing applications and to the student who needs to see a practical value in an English course. It is not a programed text, nor is it especially individualized, but is is a source of assignments worth investigating.

Another work concerning technical writing is Writing for Occupational Education by Ann A. Laster and Nell Ann Pickett. This book is a comprehensive text for both the community college teacher and the career-oriented student, covering everything from instruction writing to business letters to research papers. The authors emphasize planning as an essential of good writing and give examples of basic principles of composition. Close teacher-student conferences would enhance the use of this book as a basic text.

Chapter 3

UNIT I SELF-EXPRESSION: WRITING THOUGHTS

Rationale

Units on self-expression are often considered too undisciplined and subjective for inclusion in a composition course. Personal descriptions and experiences which do not meet formal writing standards are relegated to creative writing electives. In a community college composition course, however, a unit in self-expression or personal writing can accomplish several goals.

First of all, the student may display negative attitudes toward writing and English in general. A unit in self-expression can give him a new perspective and help him view writing as a personal means of communication. Secondly, expressing personal opinions and feelings can help the student know himself better. He can clarify his beliefs and share them with others, building his confidence as well as building rapport with other students and the teacher. Thirdly, the self-expression unit can develop interest in writing. Encouraging

a positive attitude toward writing is as important as encouraging mechanical skill, and once the attitude is established the skill can be more easily applied.

General Objectives

1. By keeping a journal, writing paragraphs on personal subjects, and writing descriptions, the student will develop a habit of written expression.
2. By discussing his writing with the teacher, the student will establish personal goals in reference to using composition skills.
3. By sharing his writing with other students, the student will gain respect for the ideas of others.

Evaluation Objectives

Credit for the self-expression unit will be awarded upon completion of the following:

1. A journal composed of at least ten dated entries.
2. Completion of two, five-minute focused free writings in which all elements relate to the assigned topic.
3. Completion of at least five, short personal descriptions on the following general topics: a person, an object, a room, a feeling, and a memory.

4. Written reactions to writing done by at least two different classmates, pointing out strengths and weaknesses.
5. Written reactions to at least two social or current issues, or issues related to a job situation.

Learning Activities

For the Class

1. Begin the unit by introducing class members and the teacher to each other with brief comments by each person about himself.
2. Distribute student model themes and objectives.
3. Introduce free writing and focused free writing followed by class discussion.
4. Write descriptions with an eye on the object, using the room itself, objects, and volunteers.

For the Individual

1. Complete the Process for Learning activities.
2. Readings:
   a. Read suggested selections from Warriner, John, and others, Advanced Composition: A Book of Models for Writing, New York: Harcourt Brace Jovanovich, Inc., 1977.
      (1) Updike, John, "Three Boys," pp. 12-19.
      (2) Angelou, Maya, from I Know Why the Caged Bird Sings, pp. 60-67.

b. Read the student model themes.

c. Read articles of interest on current affairs, social issues, and job developments.

3. Meet with the teacher to share written assignments and consider suggestions for improvements.

For the Small Group

1. Read written assignments to group members. Discuss strengths and possible improvements.
2. Write critical reactions to assignments by other students. Share reactions.
3. Write timed free writings and share one or two interesting images or sentences. Develop a paragraph around one of your own phrases and around one from another student's paper.
4. Discuss current events and job developments.

Process for Learning

Each person comes to the classroom complete with a unique set of experiences. By examining and expressing and sharing these experiences you can learn about yourself and others. You can also sharpen communication and composition skills.

By studying the student model themes and writing similar papers on subjects of personal interest, you can develop a style of writing that best expresses you. Complete the following assignments

for practice and for fulfillment of the evaluation objectives. Use the self-check for revision and study.

1. Begin writing a journal about your daily experiences. You will show the teacher only ten dated entries but the more you write the more you will learn from the assignment. If you have difficulty writing a journal, begin with a simple list of things you did during the day. Try adding descriptions of how you felt. Mention other people and record observations about them. The emphasis is this assignment is on getting thoughts onto paper, not on correct grammar or punctuation.
2. Practice free writing and focused free writing. As a warm-up exercise, write for ten minutes without stopping on anything that crosses your mind. Read the results, looking for interesting words or phrases. To prepare for a specific assignment, spend five minutes writing down everything related to the assigned subject and use the results to suggest ideas for your paper. Show two focused free writings to the teacher.
3. Read the student model "Barbara to My Left." Write a similar description of the classroom or a room in your home. Include the following requirements:

a. four colors
b. name of month and time of day
c. at least two sentences beginning with "I see"
d. at least one smell
e. at least four sounds, with two sentences beginning with "I hear"
f. name and appearance of someone in the room or someone who is often in the room
g. at least one reference to the sense of touch (16: 940).

Barbara to my Left

As I glance around, I see the October sunlight glistening in Barbara's yellow hair to my left. This morning she is wearing a salmon-colored sweater with a white scarf. Now and then I can see the flash of her serious blue eyes as she reaches across to borrow my eraser. "May I?" she asks, with just a hint of flirtation in her voice. In front of me my friend Mack clamps his pencil in his huge fist as he struggles with his theme word by word. I hear him shuffling his feet and tapping the pencil on his desk. From behind me I hear a sudden sneeze, a whisper, a crackle of paper as someone wads it in his hand and makes a new start. I feel my hands begin to sweat as Miss Parish looks over my shoulder, saying, "Why, Fred, this is your best theme yet!" Then Barbara goes to sharpen her pencil, her high heels clicking on the floor. I catch a whiff of her apple blossom perfume. At last the bell rings, and people around me begin to shuffle toward the door. (16: 939).

4. Read the student model "Joe Before the Class." Write a similar description of a class or group volunteer or a member of your family. Include physical description and insights about personality suggested by appearance.

Joe Before the Class

Joe stands before the class, a tall slender boy in a somber gray suit, his shoulders very straight, his hands clasped behind his back. His brown eyes have a sad look. Joe works at night in a box factory, goes home and dresses, then comes to school. As he answers our questions, he smiles, but still in a sad way. His hands, hairy backed, move slowly as he speaks, the long fingers groping in the air. How long has he worked at night? "Since I was fourteen," he answers, a slow flush rising from his lean brown cheeks to the roots of his curly black hair. Joe is sober and serious; he is not at ease, but he is determined. Everything about him is in place, the neat black and red tie in the collar of his gray shirt, the creases of his pants, even the parting of his hair. But he is sad. Even when he smiles, his brown eyes have that sad look, as if boyhood joys had passed him by. (16: 943).

5. Select an inanimate object, such as a candle, a pencil, or a rock, and describe it in great detail. Try to make the reader see the object by supplying facts about size and shape; give the object life by describing feelings about it.
6. Select an object of value to you, such as a ring, a picture, a good luck charm, or a souvenir. Describe the object's physical characteristics and explain why you consider it valuable.

7. Read the description of time from Ray Bradbury's Martian Chronicles. Write a similar description of an intangible feeling or quality such as love, fear, pain, joy, time, or truth. Describe how the feeling or quality would appear to the five senses.

> There was a smell of Time in the air tonight. He smiled and turned the fancy in his mind. There was a thought. What did Time smell like? Like dust and clocks and people. And if you wondered what Time sounded like it sounded like water running in a dark cave and voices crying and dirt dropping down upon hollow box lids, and rain. And, going further, what did Time look like? Time looked like snow dropping silently into a black room or it looked like a silent film in an ancient theater, one hundred billion faces falling like those New Year balloons, down and down into nothing. That was how Time smelled and looked and sounded. And tonight--Tomas shoved a hand into the wind outside the truck--tonight you could almost touch Time.
> (11: 155).

8. Read the student model "A Memory." Describe an important or interesting memory from your childhood. If possible choose one from pre-school or grade school years. Use as many sensory details as possible to make the memory live. Explain why the memory is especially outstanding or what the remembered incident taught you.

Looking back at childhood is like looking at reflections from distorted mirrors. Unimportant events become exaggerated; important ones appear insignificant. The mind plays tricks with memories, making them flow like streams of color and time with only an occasional face or phrase remembered clearly. But if you concentrate, if you make your mind dwell on a particular place or event until the mists of time dissolve, you can remember. You can remember, and you can wish to remember, and you can wish to forget.

I was the last of six children, truly the baby of the family, for the brother who was closest to me in age finished high school the year I began first grade. My mother, who walked with me to Open House at school and humored my imaginary playmates and helped me choose library books, was sometimes mistaken for my grandmother. I was not ashamed of her; I rather liked having a mother and grandmother all in the same person, and I thought the white hair framing her fair face was beautiful. She wore her hair brushed back and twisted in a roll, held in place by combs. When she was hot, working in the kitchen in summer, wisps of hair escaped the combs and she would impatiently pull them out and recapture the wandering strands.

She was energetic, always busy, and when she was not cooking or cleaning she was quilting or crocheting or writing letters to my older brothers and sisters. At seven, I was the last at home, a rather spoiled young lady who thought herself the center of the world. I was oblivious to problems and fears of those around me. Since most of those around me were adults, I assumed they had no problems or fears. After all, they were grown-ups.

My illusion of the trouble-free adult world burst one day when I entered the house unannounced and found it unusually quiet. Coming through the living room, I heard a sound, like choking. I stopped and saw my mother standing in the doorway, her arms folded and propped against the facing, her head resting on her arms. Her hair had

escaped the combs again, and she had not straightened it. She was crying.

I could not move or speak, and if she noticed me she was not affected. I had never seen a grown-up cry. It was the most frightening thing I had ever seen. After some seconds, I knew she had not seen me and I went back outside.

What could have happened to make my mother cry? When I cried it was for attention or sympathy or fear, but my child's mind could not accept these reasons for grown-up tears.

I did not go back into the house until she called me for supper. I don't remember how she looked or acted then; perhaps I did not look at her. I only remember feeling dread and fear, and my world was not as safe and sunny as it had been, Worse, my future as an adult did not seem so appealing anymore.

Years have passed. Many other memories, happy and sad, usually eclipse the picture of my mother in tears. But sometimes, especially when I shed tears myself, it returns too clearly. I never asked her why she was crying. At the time, I was too afraid to know. I believed it was caused by some terrible adult event that would destroy a child of seven. And now--now too many tears and too many years have come between us. The moment was too personal, too secret, and the reason for it might be trivial.

9. Read two assignments done by two of your classmates. Write reactions to each one to share with the student and the teacher. The reaction should contain the following:

   a. your opinion about what was said, agreeing or disagreeing, liking or disliking, and why.

   b. your comments about the writing style, strong and weak areas.

10. Read two articles from current newspapers, magazines, or trade journals. Write reactions to each to share with other students and the teacher. Your reactions should contain the following:
    a. your opinion about what was said, agreeing or disagreeing, likeing or disliking, and why.
    b. your comments about the writing style, strong and weak areas.
    c. importance or truth of what was said.

Self-check

1. Have you included the specific requirements of of each assignment?
2. Read your paper aloud to yourself, carefully following the punctuation you have used. Does it make sense?
3. Read your paper aloud to a friend. If he has to ask for explanations, you may need to add to or change parts of your work. Make changes and read it aloud again.

Unit Evaluation

Complete the following questions anonymously and return them separately from your assignments. Be honest. Your answers will influence changes in the unit.

I. Circle the response which best reflects your feeling.

Because I have completed this unit:

1. I like writing. More Less No Change
2. I think writing is an important form of personal communication. More Less No Change
3. I plan to write on my own. More Less No Change
4. I think writing will be important in my job. More Less No Change
5. I respect opinions of others. More Less No Change

II. Answer briefly.

In this unit:

1. I think the most useful assignment was:
2. I think the least useful assignment was:
3. I think we needed more assignments in:
4. I think we needed fewer assignments in:

III. My overall opinion of this unit is:

Chapter 4

UNIT II MECHANICS: SHAPING THOUGHTS

Rationale

To communicate, a writer must have a basic understanding of the mechanics of his language. Mechanics might be called the bones of composition, the skeletal structure which supports the more interesting but fragile flesh of figuarative language and connotation. Mechanics must be studied to imprcve composition clarity. But the study need not be a plodding, endless journey through a grammar handbook. Many college freshmen will never be able to apply all the grammar rules (plus exceptions) found in an average text. Most can benefit from review and individual study of three areas: sentence structure, punctuation, and spelling. The following objectives and activities will deal with these three areas. It should be noted that only sample exercises are given. Each teacher should expand them to meet student needs.

Most grammar books cover the same basic areas. The one preferred here, Writer's Workshop, provides individual units on sentence structure and punctuation.

General Objectives

1. By completing activities in sentence structure, punctuation, and spelling, the student will improve skills in these areas.
2. By practics in sentence structure, the student will recognize and correct errors such as fragments, run-on sentences, and comma splices.
3. By practice in sentence structure, the student will be able to write and punctuate complete sentences correctly.
4. By practice in punctuation, the student will be able to recognize and correct errors involving commas, periods, and semi-colons.
5. By practice in spelling, the student will be able to correct spelling errors most commonly found in his own writing.

Evaluation Objectives

Credit for the mechanics unit will be awarded upon completion of the following:

1. Completion of section posttests with eighty per cent accuracy.
2. Correction of sentence, punctuation, and spelling errors in a student theme with eighty per cent accuracy.

3. Completion of oral and written exams over spelling words from the student's notebook with one hundred per cent accuracy (exams covering only words from student notebook, given in small groups as often as needed).
4. Completion of a series of exercises on sentence structure with eighty per cent accuracy.

Learning Activities

For the Class

1. Begin the unit by discussing the importance of mechanics. Ask for reasons to explain the need for complete sentences, proper punctuation and correct spelling.
2. Give pretests on sentence structure and punctuation. Schedule individual conferences to check results.
3. Refer students to text for the unit: Frew, Robert, and others, Writer's Workshop, Palo Alto: Peek Publications, 1972.

For the Individual

1. Complete the Process for Learning activities.
2. Readings and exercises:
   a. Units One and Two on sentences and punctuation in Writer's Workshop, pp. 1-85, (selected exercises).

b. Sections in any grammar book which will help you review.

3. Meet with the teacher to assess pretests, check exercises, and discuss problems. Use your own writing to discuss errors.

For the Small Group

1. If no one objects, compare results of your pretests and become partners with someone who understands the section that bothers you most. Tutor one another, compare answers to exercises, and discuss difficulties.
2. Read your work aloud to check for errors in structure and punctuation.
3. Spend a few minutes comparing spelling lists and drilling each other on your spelling words.

Process for Learning

1. Complete the pretests on pages three and forty-one of Writer's Workshop. Discuss results with the teacher. Posttests will cover the same types of exercises.
2. Complete selected exercises from Units One and Two of Writer's Workshop. Selections will be based on pretest results.
3. In a notebook keep a list of all words you have missed in your themes. Study the list to prepare for short spelling tests.

4. Rewrite the following paragraphs, correcting errors in sentence structure, punctuation, and spelling. You may refer to the dictionary and your text.

Jefferson mounted his horse and made his way through the snow and sleet to his beloved Monticello. Of all the houses yet built by man. None was ever so much a part of the owner. The structure bore the markes of his creative genius. Much of the furniture had been made their on the plantation.

On the top of the house was a weathervane, it maked the direction of the wind on a dial beneath the roof. Over the main doorway hung a great clock. With one face for the porch and another for the hall. One of its weights turning over a metal plate to show the day of the weak.

In his library, the first colection of books in America. Hear too were his swivel chiar; another of his inventions, and tables with revolving tops. A few years later, reduced almost to poverty. Jefferson sold his colection of books. To pay off the debts that had accumulated while he served his country as President. (17: 97).

5. Complete the following exercises in sentence structure. Check your answers with the key at the end of the unit. If you complete them with at least eighty per cent accuracy, ask your teacher for similar exercises to fulfill your evaluation objective.

Sentence Exercises

A. Identify the following groups of words as correct (C), incomplete (I), run-on (R), or comma splice (CS).

___1. Have you ever seen a falling star?
___2. Because it is too late.
___3. Close the door.

___4. We walked to the store after lunch to buy ice cream.
___5. She ran as fast as she could, she still lost the race.
___6. Standing in the rain.
___7. Harry is full of enthusiasm he is always working.
___8. Where is she?
___9. When we returned home.
___10. We ate quickly, we wanted to see the movie.
___11. Whenever I see clouds gathering, I always think of the terrible storm of 1973.
___12. Jane left early she was afraid she would miss the bus.

B. Identify the simple subject and simple predicate in each sentence below.

simple subject	simple verb		
_____	_____	1.	He is my brother.
_____	_____	2.	Running away will not help.
_____	_____	3.	Please come early.
_____	_____	4.	Jane's sister gave a party for us.
_____	_____	5.	The set of dishes was completely broken.

C. Arrange each line of words into a sentence. Use every word in the line and make a complete sentence with correct capitalization and punctuation.

1. evening you been have all where

2. the incorrect at sign edge population the town is of

3. you the know of rules do contest

4. exercises are and swimming running good

5. race he proud winning after was coach helped had he forgot so the that the who him

D. Combine each group of simple sentences into one long sentence using conjunctions and proper punctuation.

1. Jerry wants to run for mayor. He has many friends. His friends will support him. He still lacks confidence.

2. We left early. We had a flat tire. We stopped to eat. We arrived on time.

3. Mary found the car she wanted. She waited an hour to talk to the owner. The price was too high.

6. Complete the practice tests on pages thirty-one and eighty-one of Writer's Workshop. If you have no trouble with these you are ready to take the unit posttest and complete it with eighty per cent accuracy.

Answer Key

A. Corrected paragraph:

Jefferson mounted his horse and made his way through the snow and sleet to his beloved Monticello. Of all the houses yet built by man, none was ever so much a part of the owner. The structure bore the marks of his creative genius. Much of the furniture had been made there on the plantation.

On the top of the house was a weather vane which marked the direction of the wind on a dial beneath the roof. Over the main doorway hung a great clock with one face for the porch and another for the hall. One of its weights turned over a metal plate to show the day of the week.

In his library was the first collection of books in America. Here too were his swivel chair, another of his inventions, and tables with revolving tops. A few years later, reduced almost to poverty, Jefferson sold his collection of books to pay off the debts that had accumulated while he served his country as President.

Sentence Exercises--Key

A. 1.C 2.I 3.C 4.C 5.CS 6.I 7.R 8.C 9.I
10.CS 11.C 12.R

B. simple subject simple verb

1.	He	is
2.	Running	will help
3.	(you)	come
4.	sister	gave
5.	set	was

C. More than one arrangement may be acceptable.

1. Where have you been all evening?
2. The population sign at the edge of town is incorrect.
3. Do you know the contest rules?
4. Swimming and running are good exercises.
5. After winning the race he was so proud that he forgot the coach who had helped him.

D. More than one arrangement may be acceptable.

1. Jerry wants to run for mayor but he lacks confidence even though he has many friends who will support him.

2. We left early, and even though we stopped to eat and had a flat tire, we arrived on time.

3. When Mary found the car she wanted, she waited an hour to talk to the owner, only to discover that the price was too high.

Unit Evaluation

Complete the following questions anonymously and return them separately from your assignments. Be honest. Your answers will influence changes in the unit.

I. Circle the response which best reflects your feeling. Because I have completed this unit:

1. My sentence structure improved. More Less No Change

2. My punctuation improved More Less No Change

3. My spelling improved. More Less No Change

4. My confidence in use of mechanics improved. More Less No Change

II. Answer briefly.
In this unit:

1. I think the most useful assignment was:

2. I think the least useful assignment was:

3. I think we needed more assignments in:

4. I think we needed fewer assignments in:

III. My overall opinion of this unit is:

Chapter 5

UNIT III PARAGRAPHS: DEVELOPING THOUGHTS

Rationale

Expressing opinions and shaping thoughts are important skills, but good writing also requires organized development. The sentence is the basic form for one thought; the paragraph is the basic form for expanding a thought into an idea for better understanding.

The person who can write a well-developed paragraph can write a forceful business letter, a factual report, or a persuasive theme. In any job requiring writing, the paragraph is the most important structure for clear, concise communication.

General Objectives

1. By completing focused free writings, the student will develop skill in narrowing a topic.
2. By completing sentence organization exercises, the student will be able to arrange sentences properly in a paragraph.
3. By studying and writing topic sentences, the student will recognize the elements of the

topic sentence and reproduce those elements in practice.

4. By writing paragraphs on assigned topics, the student will expand his skill in developing topic sentences and supporting statements for various kinds of writing.

Evaluation Objectives

Credit for the paragraph unit will be awarded upon completion of the following:

1. Revision of two, five-minute focused free writings into two well-developed paragraphs. Minimum standards: no incomplete or run-on sentences, not more than one punctuation error, and not more than one spelling error.
2. Completion of topic sentence and organization exercises for practice.
3. Completion of a test on topic sentences, sentence organization, and types of paragraphs with eighty per cent accuracy.
4. Completion of four well-developed paragraphs, one each of the narrative, descriptive, expository, and persuasive types. Minimun standards: same as objective one.

Learning Activities

For the Class

1. Begin with a disscussion of the paragraph as an important unit of writing. For instance, the sentence "Snow fell" is complete in that it makes sense and expresses a thought. It contains a subject and a verb, an actor and an action, yet it really says very little. By adding modifiers we can give more information: "The heavy snow fell steadily." But the sentence, though improved, is still limited. By adding other sentences, the thought becomes a paragraph which not only states facts but also describes a situation and implies a certain atmosphere:

> The heavy snow fell steadily. Rooftops soon were covered with the blanket-like whiteness that gives a clean, fresh look to a city. Threes began to sag beneath the weight of the clinging snow and reached long arms to the ground. Pavements and roadways became fused into one broad expanse and drifts began to pile up in doorways. Cars moved slowly, struggling in the slippery going as their spinning tires pierced the air with whines. Pedestrians, their faces hidden behind upturned collars, plodded along, dragging their feet as if they were wading through surf. Lights appeared in the gathering darkness. Still the snow fell--undisturbed, relentless, enveloping. (13: 76).

The original sentence becomes an indicator, a topic sentence which points out the main idea of the paragraph. The supporting sentences expand the action, like verbs expand what is said about the subject. The final sentence adds modifiers to emphasize the description. Every sentence in the paragraph extends the topic sentence, defining it and supporting it until the paragraph stands as a clear unit of communication. (13: 75-76).

2. As a class expand some ordinary sentences such as "The stars are shining" or "I am tired."
3. Practice focused free writing. Share paragraphs developed from practices with classmates and the teacher.
4. Discuss the purpose of the topic sentence. Read student writing to identify the elements of general statement and limiting the topic.
5. Discuss narrative, descriptive, explanatory, and persuasive paragraphs and ways of developing each type.

<u>For the Individual</u>

1. Complete the Process for Learning activities.
2. Readings:
   a. "How Are Good Paragraphs Constructed?" in

Shefter, Harry, Shefter's Guide to Better Compositions, New York: Washington Square Press, Inc., 1960, pp. 74-139.

b. "Unit Three: Narrative and Descriptive Writing," in Writer's Workshop, pp. 89-112.

3. Meet with the teacher for evaluation of writing and discussion of problems.

For the Small Group

1. Read written assignments to group members and discuss strengths and possible improvements.
2. Write focused free writings and revise them into paragraphs. Work with a partner and share results with the group.
3. Compose oral paragraphs. Let one person state a topic sentence and then let each member add a supporting statement. Have one person record all sentences and read them together for revision.
4. Analyze and discuss student paragraphs found in your text.
5. Advertising headlines are often good examples of topic sentences. Look at examples from magazines and commercials. Discuss how they are developed.

Process for Learning

General Information

A paragraph is a group of sentences developing a single topic or idea. The paragraph is built by adding supporting sentences to a topic sentence, a sentence which states the main idea. The topic sentence provides clarity and unity in the paragraph by focusing on a single thought. It controls and limits the idea that will be discussed in the paragraph, making a general statement about what comes next.

Consider this sentence: "Washington D.C. is an interesting city of impressive monuments and exciting sights." A book could easily be written describing all the "interesting," "impressive," and "exciting" places in Washington D.C. But if you were asked to write only a paragraph related to that sentence, you would want to narrow the scope of the subject and begin with a topic sentence like this one: "The Lincoln Memorial is the most impressive monument in Washington D.C." Your paragraph would consist of sentences which explain why the Lincoln Memorial is the most impressive.

1. Below are pairs of sentences. In each pair, one sentence is general; the other is narrow enough to be covered in a paragraph. Circle the letter

of the narrow topic sentence in each pair.

1. a. Smoking, according to the Surgeon General, is hazardous to your health.
   b. Medical studies show that smoking is a leading cause of lung cancer.
2. a. Scuba-diving requires good breathing habits and excellent muscle-coordination.
   b. Scuba-diving, as a sport, has many strenuous requirements.
3. a. The Humane Society is trying to outlaw rodeos because of the pain and injury inflicted on horses and cattle.
   b. The Humane Society is trying to outlaw the cruel "sport" of rodeos for a number of reasons.
4. a. Photography requires a sense of composition and timing.
   b. Photography is an interesting and educational hobby.
5. a. To become a doctor, my friend, Ms. Williams, put in many long years of study and practice.
   b. Becoming a doctor is difficult. (17: 49).

2. Rewrite each broad topic sentence below, limiting its scope. Choose one narrowed topic sentence and write a paragraph about it.

1. Flying is a safe way to travel.
2. We need censorship in order to get rid of pornography.
3. I live in a very nice town.
4. Most children need some form of discipline.
5. Today, television is an insult to the intelligence.
6. We need to revive patriotism.
7. Skiing is fun.
8. My neighbor is a very interesting person.
9. Learning to communicate is very important.
10. People need to learn how to save money. (17: 49-50).

Narration

A paragraph can be developed in several ways, depending on the type used. A narrative paragraph tells a story or relates an incident. The easiest way to develop a narrative is through chronological

order, or telling the events according to their time sequence. If you were asked to write about an embarrassing moment, you would probably begin by telling the events leading to the embarrassment, the moment itself, and the feelings or events following the moment. This is chronological order.

2. Read the example below of a narrative paragraph. Then choose a topic from the list provided or think of another subject, compose a topic sentence, and write a narrative paragraph.

> I had been sitting in the doctor's waiting room a long time. Every chair was filled and some patients were standing. There was desultory conversation, but after a while a silence fell and we sat waiting--waiting--waiting. Finally an old man stood up wearily and remarked, "Well, guess I'll go home and die a natural death." (17: 62).

1. The Day President Kennedy Died
2. A Night To Remember
3. I Learned What Sadness Really Is
4. My Most Embarrassing Moment
5. I Thought He/She Was the Greatest Person I Knew Until...
6. I Had To Fight That Battle Alone

(17: 63).

Description

A descriptive paragraph gives sense impressions of an object, feeling, or event. It is important to provide details that will make word pictures for the reader. Details can use subjective imagery such as "clouds laced with moonlight" or "a sound as

irritating as fingernails on a chalkboard," or they can be more objective, pointing out directions or the arrangement of a room. You have already written descriptions in Unit One, so this section will merely give you more practice. Complete the following exercises.

3. For practice in developing imagery, choose an emotion, such as anger, and describe it in six sentences. The first sentence should give the emotion a color. Each successive sentence should refer to each of the five senses. Read the student example below.

> Hate is a deep black. It smells like trash burning in the middle of the night. Hate tastes like a bitter fruit you expect to taste sweet. It sounds like the bubbling of hot lava. It feels like rough sandpaper. It looks like a death mask.

4. Choose one of the topics listed below, or think of another subject, compose a topic sentence, and write a descriptive paragraph using impressions from at least two senses.

1. a small child eating ice cream
2. a winter morning
3. eating an orange
4. a busy supermarket
5. a friendly dog

Exposition

An expository or explanatory paragraph does just what the name implies--it exposes or explains. When you give directions or describe a process, you are explaining. An expository paragraph answers how or where or why. It can be developed in several ways, including use of facts, examples, incidents, comparison, contrast, or reasons. Regardless of the method of development, the information must be clear and accurately organized so that your explanation will not need explaining!

5. Read the examples of expository paragraphs. Choose a topic from the list which follows or think of another subject, compose a topic sentence and write an expository paragraph.

> Terrorism as a function of political ideology is not new. From 1881 to 1914, assassins struck down Tsar Alexander II of Russia, President Carnot of France, President McKinley of the United States, and the King of Italy, as well as Archduke Francis Ferdinand, whose death triggered the war. Algeria, Spain, Argentina, Turkey, Canada, Cyprus and many other countries were beseiged by terrorist violence in the 1950's and '60's. (17: 68).

> The nearest hotel is the Hilton. To get there from here, go straight west on Fifth South Street for three blocks. At that point, Fifth South makes a northward curve down Brewery Hill and merges into Fourth South Street. Continue West on Fourth South for nine more blocks. This

will take you to Main Street. Cross Main Street, still going west for two more blocks. This will take you to Second West Street and the front entrance of the Hilton. (17: 70-71).

1. How To Bake a Cake
2. What Freedom Is
3. How To Study for A Test
4. How To Repair A Toaster
5. The Purpose of Advertising

Persuasion

A persuasive paragraph tries to convince the reader that he should believe or act as you suggest. To properly persuade someone on a particular issue, you need to know both sides of the problem so that you can present your argument favorably and answer questions regarding it.

The topic sentence in a persuasive paragraph must present your belief about the subject. It can not be a mere opinion, such as "I like sports," or a statement of fact, such as "Sports provids opportunities for physical fitness training." A persuasive topic sentence lets the reader know where you stand: "Sports programs in the high school are essential in teaching physical fitness, sportsmanship, and school pride."

A persuasive paragraph can be developed much like an expository paragraph. Facts and comparisons or contrasts are especially effective.

6. Read the example below. Then choose a subject from the list that follows, or think of another topic, compose a topic sentence and develop a persuasive paragraph.

> The tragedy of Famine facing the United States is even greater and more imminent than that descending upon the hungry nations. The Paddock Brothers in their book Famine 1975! say that India "cannot be saved" no matter how much food we ship her. But India will be here after the United States is gone. Many millions will die in the most colossal famine India has ever known, but the land will survive and she will come back as she always has before. The United States, on the other hand, will be a desolate tangle of concrete and ticky-tacky, of strip-mined moonscape and silt-choked reservoirs. The land and water will be so contaminated with pesticides, herbicides, mercury gungicides, lead, boron, nickel, arsenic and hundreds of other toxic substances, which have been approaching critical levels of concentration in our environment as a result of our numbers and affluence, that it may be unable to sustain human life. (17: 76-77).

1. Teen-agers are safer drivers than adults.
2. Industry must be made to clean up pollution--no matter what the cost.
3. All grades should be abolished in college.
4. Let's have a return to full capital punishment.
5. Progress in America means the progress of technology, not of people.

Further Information

Paragraphs often combine several types of development. A narrative paragraph may use description and facts to emphasize its story. A persuasive

paragraph may also explain with vivid details. Whatever the type or method used, the paragraph should be clearly organized around a strong topic sentence. It should suit the purpose of the writer and the need of the reader.

7. For practice in organization, decide the proper order for each group of numbered sentences below. Use letters in the blanks to indicate order. The first one is done for you.

A. c 1. She answered it with a curt "Hello."
e 2. It was Rhonda.
a 3. It was on the evening of her second week at home.
d 4. The sound of the voice that greeted her seemed to reach out with almost physical force, tearing through her.
b 5. The phone rang.

B. ___ 1. She was very understanding, but it didn't happen again.
___ 2. I brought them here with me and shall keep them in my heart forever.
___ 3. The first section stayed in the same room, the second went to another.
___ 4. No, I won't ever forget those warm and wonderful memories.
___ 5. All of us, in a delightful mood, stood giggling and choking with laughter as our teacher searched for us, up and down the stairways!
___ 6. On one April Fool's Day, I remember, fifteen girls, instead of reporting to our room, hid in a corner of the hall.

C. ___ 1. I look in the mirror and see the beginnings of a beard.
___ 2. Man makes elaborate plans for the future because he realizes that all too soon it will be the present.
___ 3. Being drawn back into reality, I think of the future.
___ 4. When I look back on the past seventeen years of my life, it seems like one day with many events crowded into it.

___5. I plan for the day when it will be the present.
___6. Only a minute ago I was learning long division; I thought high school was a hallowed place never to be attained.

D.___1. No one knew what could be expected from it; but it was my own idea and my own invention and I had to test it.
___2. A warm bean of light had fallen upon my face.
___3. My mind was bursting almost to collapse under the intense strain.
___4. It was a bright sunny day when I awoke.
___5. This morning might be my last; this was the thought that constantly went through my mind, for today was the day that I was to test the new machine. (13: 126-127).

8. Read your paragraphs aloud to check for errors.
9. Revise two of your focused free writings to standards listed in objective one.
10. Consider a problem you have at home or at work. Instead of just talking or thinking about it, analyze it by writing a paragraph about it. For instance, if a co-worker is having trouble operating a new machine on the job, write a paragraph giving him detailed instructions. As a test of your writing ability, show him the paragraph and see if it helps.
11. Share your writing with your teacher for evaluation.

Self-Check for Paragraph Writing

1. Does your topic sentence state a limited topic suitable for development in a paragraph?

2. Does every supporting sentence in the paragraph relate to the topic sentence?
3. Does the paragraph have the characteristics required by the assignment?
4. Have you provided enough information to develop the topic?

Self-check for Facts about Paragraphs

1. What is a paragraph?
2. What is a topic sentence?
3. Name and define the four kinds of paragraphs.

Answers to Exercises

Exercise 1 1.b 2.a 3.a 4.a 5.a

Exercise 7 B. 1.d 2.f 3.b 4.e 5.c 6.a

C. 1.c 2.a 3.e 4.b 5.f 6.d

D. 1.d 2.b 3.c 4.a 5.e

Unit Evaluation

Complete the following questions anonymously and return them separately from your assignments. Be honest. Your answers will influence changes in the unit.

I. Circle the response which best reflects your feeling.
Because I have completed this unit:

1. I think the paragraph is important in writing. — More Less No Change

2. I know how to write a paragraph. — More Less No Change

3. I know the purpose of a topic sentence. — More Less No Change

II. Answer briefly.
In this unit:

1. I think the most useful assignment was:

2. I think the least useful assignment was:

3. I think we needed more assignments in:

4. I think we needed fewer assignments in:

III. My overall opinion of this unit is:

Chapter 6

UNIT IV LONGER THEMES: CONTINUING THOUGHTS

Rationale

College classes as well as many jobs often require the writing of longer reports or themes. The paragraph remains the basic unit of expression, but more than one paragraph may be needed to communicate a complete message.

Longer compositions demand greater attention to organization and unity. Planning before writing is essential. Practice in writing compositions can increase skills learned in earlier units, and can provide opportunities to sharpen thought processes. Students sometimes resent writing themes because they see no practical value in the task. They do not realize that writing thmes is not an end in itself, but a means for continuing thoughts and polishing communication abilities. Since thinking and communicating are needed in most situations, any means of improving them is appropriate for study.

General Objectives

1. By reading information from the text and studying student themes, the student will be able to identify the parts of a theme and their functions.
2. By writing themes, the student will demonstrate his ability to use information about the parts of a theme.
3. By studying student themes, the student will be able to apply rules of sentence structure, punctuation, and spelling to theme writing.

Evaluation Objectives

Credit for the longer themes unit will be awarded upon completion of the following:

1. Two themes of 300-500 words each, one exposition and one persuasive, presented to the teacher in the three stages of outline, rough draft, and final copy. Final copy standards: no incomplete or run-on sentences, not more than two punctuation errors, and not more than two spelling errors.
2. One report of 600-1000 words presented to the teacher in the three stages of outline, rough draft, and final copy. Final copy standards: no incomplete or run-on sentences, not more than

three punctuation errors, and not more than three spelling errors.

3. Analysis of a student theme, including labeling of parts and comments on style of development.

Learning Activities

For the Class

1. Begin with a discussion of the longer theme as a group of paragraphs developing one main idea. Introduce and explain the terms outline, narrowing the topic, thesis statement, introduction, body, conclusion, and transition.
2. Take a general subject such as "tennis." Write several words and phrases related to the subject, narrowing it to an area that could be covered in 200-300 words, such as "benefits of playing tennis." Group the words on the list to form paragraph divisions. Write a thesis statement for the subject. Practice the process with two or three other subjects.
3. Discuss the thesis statement as a statement of attitude and as the controlling idea of the theme. Refer to "Lesson Four: The Thesis Statement" in Writer's Workshop.
4. Read and discuss several student model themes.
5. Begin writing a theme in class, using one of the topics discussed.

For the Individual

1. Complete the Process for Learning activities.
2. Readings and Filmstrips:
   a. "Unit Four: The Thesis Sentence" and "Unit Eight: The Complete Composition" in Writer's Workshop, pp. 113-143 and 213-241.
   b. Chapters in any grammar text that will help you.
   c. "Techniques of Theme Writing," Jamaica, New York: Eye Gate House, Inc., 1968.
3. Meet with the teacher for discussion of writing.

For the Small Group

1. Discuss strengths and eaknesses of student model themes.
2. Work together on limiting and outlining a general topic such as "Pollution" or "Safety Rules."
3. Read and criticize themes of other group members.
4. Read your themes aloud to check for errors.

Process for Learning

General Information

A theme or composition is a series of paragraphs developed around a central idea. Each paragraph may have its own topic sentence, but the theme is controlled by the thesis statement. The thesis statement is a sentence which states the purpose or direction of the theme and the attitude of the writer.

A theme has three general parts: the introduction, the body, and the conclusion. The introduction captures reader interest, presents the thesis, and gives the reader a preview of the theme. In a short paper, the introduction is usually only one or two paragraphs. The body develops and supports the thesis through a series of paragraphs. Many kinds of support can be used, including facts, statistics, examples, anecdotes, comparisons, contrasts, and definitions. Every point made in the body must relate to the thesis. The conclusion summarizes and emphasizes the thesis. It provides a logical and smooth ending to the theme and a chance to leave your reader with a strong impression.

To begin writing a theme, you need to select your general subject, narrow it to a topic suitable to the length of your assignment, and outline the parts. The outline need not be a formal structure, but it should be written.

Like paragraphs, themes can be narrative, descriptive, expository, or persuasive. This unit will consider only expository and persuasive themes. The expository theme explains a situation or process or problem to increase understanding. A persuasive theme tries to convince the reader to believe or act as you suggest. Techniques for development are the same as for paragraphs, but more details are needed.

A report can be expository or persuasive or both. A report is a collection or summary of information. It may be used to show your teacher what you know about a subject or to convince your boss to try a new product or technique.

1. Read the first and last paragraphs of several magazine articles. Identify the thesis statement in each. Read the body paragraphs, noting how they relate to the thesis.
2. View the first filmstrip in the Eye Gate series. Note the different kinds of introductions used. Which kinds were used in the magazine articles?
3. Choose one of the general subjects below. Narrow it by listing words and phrases related to it. Choose one of the narrowed topics and outline it by grouping related words. Decide if you want to explain or persuade the reader to do something. Compose a thesis statement and write an introductory paragraph.

   a. pollution
   b. friendship
   c. censorship
   d. the space program
   e. voting
   f. fashions

4. Share your introductory paragraph with your teacher and revise it.
5. View the second and third filmstrips on developing the body and transitions.
6. Transitions bridge gaps between thoughts. You use transitions in conversation. They may

be time words such as "first" or "last" or "then" or "now." They may show condition or result such as "if" or "because." They may also indicate a change of thought such as "however" or "in spite of." Read the two versions of the paragraph below. The first one has no transitions; the second adds them and completes the story.

The airplane was flying at an altitude of 9000 feet. A few miles ahead mountain peaks rose to 10,000 feet. The pilot started taking action to make the plane climb. The airplane did not climb; it lost about 100 feet of altitude. The pilot saw that ice had formed on the wings. His airspeed was lower than he needed for a climb. He turned on the deicer unit and waited for the ice to melt. The ice did not melt. Mountains closed in all around him. He did not have room to turn back. (1: 69-70).

The airplane was flying at an altitude of 9000 feet. A few miles ahead mountain peaks rose to 10,000 feet, posing a threat to the airplane and its pilot. To meet this dangerous situation, the pilot started taking action to make the plane climb, but in spite of his manipulation of the controls, the airplane did not climb, and in fact, went down instead, losing about 100 feet of altitude. It was not long before the pilot saw that ice had formed on the wings, and the added weight made his airspeed lower than needed for a climb. Responding quickly to this new situation, he turned on the deicer unit and waited for the ice to melt, but the ice did not melt. In a few moments the mountains closed in all around him and he saw that he did not have room to turn back. Looking below, he saw a small airstrip at the base of the mountain and he landed his plane easily. (1: 70).

7. Check your work for transitions. Use only words that will help the reader see the progress of your throught; do not overuse them.
8. Write the body of the theme to go with the introduction you have already revised.
9. Share your writing with the teacher and revise.
10. View the final filmstrip on conclusions.
11. Write the conclusion to your theme. Read the entire paper aloud to yourself and then to a friend. Do the parts fit together smoothly?
12. Share your writing with the teacher, and revise for errors in structure, punctuation, and spelling. Turn in your final copy for evaluation.
13. Follow the above procedure to complete your second theme for evaluation.
14. Read the following student theme. Label the paragraphs according to their functions as introduction, body or conclusion. Underline the thesis statement twice. Underline the topic sentence of each paragraph once. Circle transitions. Write a paragraph commenting on strengths and weaknesses in content, style, and grammatical structure.

Safe Driving

With as many Americans as there are on the highways today, safe driving is a vital issue. It affects every person who drives as well as every person who walks along the street or travels anywhere at anytime. True safe driving involves caution, cooperation, and consideration.

Being cautious means more than obeying common sense safety rules. It means taking every possible precaution in every driving situation. Each driver should keep his car in good working condition and he should use seat belts even for short journeys. He should slow down at an intersection instead of speeding up to be the first one through it. Caution has been defined as :prudence in regard to danger." This certainly applies to driving since any highway can be a highway of death unless caution is practiced.

Caution alone, however, does not guarantee safety. Drivers must cooperate with traffic officers and with other drivers in addition to being careful. They must realize that traffic laws are made for all and no one has the right to break them. If there were more cooperation among drivers, there would be fewer accidents.

Consideration is another important factor of safe driving. Yielding the right of way may slow one down, but it may also save a life. Many people forget all rules of courtesy when they drive. They should remember that all drivers deserve to be treated with politeness.

Imagine the chaos if everyone drove as he pleased! Accident rates are getting higher and the only way to curtail the increase is to promote safe driving. Safe driving can be achieved by observing rules of caution, cooperation, and consideration. If these rules are not observed, the consequences are fatal.

15. Begin working on your report. You may use a topic suggested below or discuss one not listed with the teacher. A report requires a factual basis, so begin with a visit to the library. Find information on your general subject; this can help in the narrowing process. Investigate other sources. If you choose to report on a career, interviews with job representatives can be invaluable. Outline your subject with possible divisions. If you are reporting on the career of a secretary, parts might include training, kinds of secretaries, duties, and salary ranges.

Topics:

a. Select a career that interests you and report on it. Investigate training required, opportunities, salary ranges, and related fields.

b. Select a current social issue and report on the progress made toward solving it. Be sure to narrow the topic; do not try to cover every aspect of alcoholism or the need for more city parks. Localize; what is being done about the problem in your town?

c. Select a current political issue and report on its recent developments. Interview officials or conduct an opinion poll.

4. Select another topic of interest to you and consult with the teacher about how it might be used in a report.

As you write your report, you may wish to share each part with the teacher or with classmates. Revise each part to see that you are meeting requirements.

Unit Evaluation

Complete the following questions anonymously and return them separately from your assignments. Be honest. Your answers will influence changes in the unit.

I. Circle the response which best reflects your feeling. Because I have completed this unit:

1. I know the parts of a theme. — More Less No Change
2. I know how the parts work together. — More Less No Change
3. I can write a thesis statement. — More Less No Change
4. I can develop a thesis statement. — More Less No Change
5. I can organize thoughts in a theme. — More Less No Change

II. Answer briefly. In this unit:

1. I think the most useful assignment was:
2. I think the least useful assignment was:
3. I think we needed more assignments in:
4. I think we needed fewer assignments in:

III. My overall opinion of this unit is:

Chapter 7
CONCLUSION

A course design is static until it is tried in the classroom. All of the teacher's thoughts and plans are merely words until students respond. Naturally, individual students will respond in different ways. Not all of them will need to work all of the activities included here; some will need more. Each time this course outline is used, it will change and grow. Regardless of the changes in exercises or requirements, the basic goal will remain: to offer students a chance to change and grow through individualized instruction.

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